

# New Deal

## Was the New Deal a good deal?

Since shortly after the treaty that ended World War I, the world economy struggled. Germany was straddled with harsh reparation debts and their economy stalled. Farm income in the United States fell dramatically with the end of wartime price supports, and with nearly half of the U.S. population living in rural areas, American buying power plunged. At the same time, the U.S. imposed tariffs on imported items, helping manufacturing but raising prices for consumers. The stock market boomed, and investors poured money into stocks far beyond their earning capacity. Eventually, these and other factors combined to bring the stock market crash of 1929 and the beginning of the greatest economic downturn ever experienced in the United States.

### Herbert Hoover and the Market Crash

Herbert Hoover was elected president in 1928 and assumed office while prosperity was still running high. When the market crashed in October, he and many other economists saw it as a temporary slide and predicted quick recovery. As unemployment continued to rise and business slumped, Hoover proposed some new efforts by the federal government. His main idea was to provide incentives and financial supports to business to get firms hiring and selling again. He favored lower taxes and a balanced budget. He also encouraged greater volunteer contributions to charities for the poor and unemployed, but he opposed any direct relief efforts to individuals fearing the welfare would discourage the unemployed from looking for work.

### New Deal Programs

Anger against Hoover grew rapidly through 1931 and 1932, leading to the election of Franklin Delano Roosevelt. While Roosevelt also talked about balanced budgets during the campaign, he changed courses between his November election and March inaugural as national conditions became worse. With the Democratic majorities in Congress that were elected with him, Roosevelt pushed through a remarkable agenda of programs that radically changed the relationship of individuals to the federal government. The New Deal created work programs like the Works Progress Administration and the Public Works Administration that put people to work on public parks, roads, bridges and other infrastructure projects and hired teachers and artists. The Civilian Conservation Corps hired, fed and clothed teenage boys and sent most of their salaries back to support their families. The Agriculture Adjustment Act provided payments to farmers who agreed to limit their production. It was Roosevelt's policy that, in times of recession, the government should spend to spur economic growth, even if that means adding to the federal debt.

While New Deal programs provided a safety net to hundreds of thousands of American families, there is debate among economic historians about their overall effectiveness. What finally ended the Depression was American entry into World War II with a military draft and government contracts for planes, tanks, ships, munitions, uniforms and farm products. However, on the political side, the hope that the New Deal offered those struggling, including many Iowa farm families, was a factor that prevented rebellions against the government at all levels. It also reconfigured the American political landscape as African Americans, other urban-based minorities and labor unions leaving the Republican Party to form a strong Democratic coalition.

## Supporting Questions

How did Franklin Roosevelt's policies differ from Herbert Hoover's?

- [White House Insider Theodore Joslin's Account of the Depression and Herbert Hoover's 1932 Presidential Campaign, 1932 \(Document\)](#)
- ["Untitled" Clifford Berryman Depression-Era Cartoon, December 23, 1932 \(Political Cartoon\)](#)
- [President Herbert Hoover's Letter to Senator Simeon Fess, February 21, 1933 \(Document\)](#)
- ["That Conquering Cooperative Spirit!" March 7, 1933 \(Political Cartoon\)](#)
- ["A Capitol Hill May Day Parade," May 1, 1933 \(Image\)](#)
- [President Franklin Delano Roosevelt's Campaign Address at Madison Square Garden, October 31, 1936 \(Document\)](#)

How did the New Deal affect the relationship between citizens and the national government?

- [Depression-Era Breadlines, ca. 1932 \(Image\)](#)
- [Men Stringing Rural Tennessee Valley Authority \(TVA\) Transmission Lines, 1933 \(Image\)](#)
- ["The New Deal" Mural, ca. 1934 \(Image\)](#)
- [Letter from Edwin Locke to Depression-Era Photographer Arthur Rothstein, July 14, 1936 \(Document\)](#)
- [Impoverished Family of Nine during the Great Depression in New Mexico, August 1936 \(Image\)](#)
- ["A Day In the Life of a New Dealer" Newspaper Article, October 20, 1936 \(Document\)](#)
- [People Waiting for Relief Checks in Calipatria, California, March 1937 \(Image\)](#)
- [Interview with Italian Munitions Worker Charles Fusco, 1938 \(Document\)](#)
- [Federal Writers' Project Interview of Henry Gill, between 1938 and 1939 \(Document\)](#)
- [Two Teenage Girls Participating in the National Youth Administration in Iowa, 1940 \(Image\)](#)
- ["American Guide Week" Pamphlet, 1941 \(Document\)](#)

How effective were New Deal policies in bringing relief from the effects of the Great Depression for all Americans?

- [Letter from Edgar Harlan to H.O. Bernbrook, April 30, 1932 \(Document\)](#)
- [Indian Reorganization Act, 1934 \(Document\)](#)
- [Interview with Dr. M. Santos, a Cuban Immigrant, between 1936 and 1939 \(Document\)](#)
- [Constitution and Bylaws of the Sac and Fox Tribes in Iowa, December 20, 1937 \(Document\)](#)
- [Emanuel Verschleiser's Letter to President Franklin Roosevelt, 1938 \(Document\)](#)
- [Interview with Farmer Ernest Boney in South Carolina, 1938 \(Document\)](#)
- [American Indian Tribes, Reservations and Settlements in the United States, 1939 \(Map\)](#)
- [Interview with Vivian Morris from Harlem, New York, June 29, 1939 \(Document\)](#)
- [Interview with Eugenia Martin about Reconstruction, November 1939 \(Document\)](#)
- ["Our New Army of National Defense," March 26, 1941 \(Political Cartoon\)](#)
- [National Youth Administration Work Center in Brooklyn, New York, ca. August 1942 \(Image\)](#)

## \*Printable Image and Document Guide

## Additional Resources

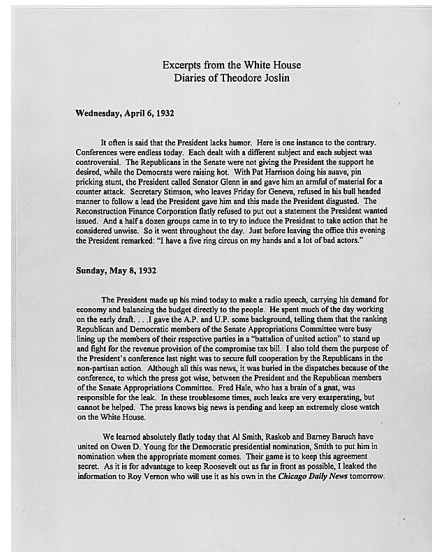
**[The Living New Deal](#)**: This web resource has images and locations highlighting work in communities across the country by the individuals through New Deal programs.

**[Americans React to the Great Depression](#)**: This web resource from the Library of Congress has a variety of resources on individuals experiences with the Great Depression.

**[Race During the Great Depression](#)**: This web resource from the Library of Congress has a variety of resources on individuals experiences with the Great Depression.

**["New Deal SAC" - Stanford History Education Group](#)**: This web resource has documents that directly relate to how effective the New Deal programs were for Americans.

## White House Insider Theodore Joslin's Account of the Depression and Herbert Hoover's 1932 Presidential Campaign, 1932



Courtesy of National Archives, Joslin, Theodore, "Diary of a White House insider during the Depression and the campaign of 1932," 1932

### Description

Theodore Joslin was one of President Herbert Hoover's closest White House advisors in 1932. In his diary, Joslin captured important daily developments, including the president's mood and reactions. The selected excerpts cover the end of Hoover's 1932 presidential campaign and his immediate reactions to his loss to Franklin Delano Roosevelt.

### [Full Transcript of Theodore Joslin's White House Account](#)

### [Transcribed Excerpts from Theodore Joslin's White House Account](#)

### Text-Dependent Questions

- What was Theodore Joslin's perspective on President Herbert Hoover's actions regarding the Great Depression? Provide evidence from the document to support this perspective.
- What actions was Hoover suggesting to combat the Great Depression according to the evidence provided in this journal? How are these actions similar or different from the characterization of Hoover's administration in [Franklin Delano Roosevelt's 1936 campaign speech](#)?
- Consider the quotation from Hoover regarding the cancellation of orders by businesses in the November 1932 journal entry. Why would Roosevelt's policies have caused that reaction?

### Citation Information

Joslin, Theodore, "Diary of a White House insider during the Depression and the campaign of 1932," 1932. [Courtesy of National Archives](#)



## "Untitled" Clifford Berryman Depression-Era Cartoon, December 23, 1932



Courtesy of National Archives, Berryman, Clifford, "Untitled," 23 December 1932

### Description

With the Great Depression now entering its fourth year and conditions for the average American continuing to worsen, the government still needed funds to operate. Cartoonist Clifford Berryman highlighted the desperation of the period with his famous Uncle Sam demanding pennies from a poor raggedly dressed worker. In his political cartoon, Berryman has Uncle Sam saying to the disheveled man, "I must take my one eleventh out of your wages. Give it to me in pennies."

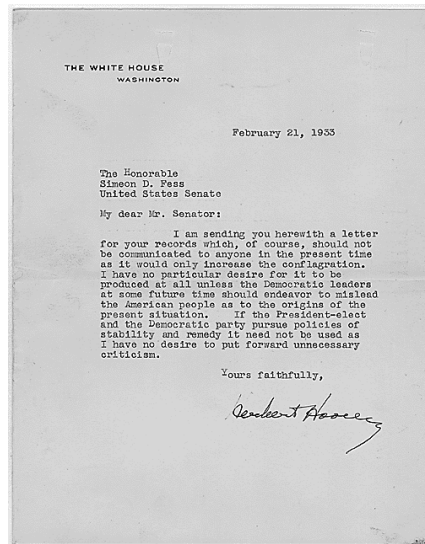
### Text-Dependent Questions

- Consider the central idea of this cartoon. How does Clifford Berryman, the cartoonist, draw both individuals in the cartoon to highlight this central idea?
- What was the cartoonist trying to communicate about the struggles of the government during the Great Depression?
- What was the cartoonist communicating about how much aid the government was actually giving?

### Citation Information

Berryman, Clifford, "Untitled," 23 December 1932. [Courtesy of National Archives](#)

## President Herbert Hoover's Letter to Senator Simeon Fess, February 21, 1933



Courtesy of National Archives, Hoover, Herbert, "Herbert Hoover analyzes 5 periods in the development of the history of the Depression," 21 February 1933

### Description

Following a conversation with Senator Simeon Fess on February 20, 1933, President Herbert Hoover wrote Fess to record his analysis of key events and developments during the first five periods of the Great Depression. Hoover's letter was written during the darkest days of his administration. The banking crisis of 1933 was entering its worst phase and Hoover was trying to reach an understanding with President-Elect Franklin Delano Roosevelt that would prevent a total collapse of the nation's banking system. Hoover also wrote a short letter to transmit his four page analysis in which he cautioned Fess that his letter "should not be communicated to anyone in the present time as it would only increase the conflagration."

[Full Transcript of President Herbert Hoover's Letter to Senator Simeon Fess](#)

[Transcribed Excerpts from President Herbert Hoover's Letter to Senator Simeon Fess](#)

### Text-Dependent Questions

- How does the letter claim or assert that President-Elect Franklin Delano Roosevelt was spreading fear and panic?
- Why did President Herbert Hoover argue for a balanced budget?

### Citation Information

Hoover, Herbert, "Herbert Hoover analyzes 5 periods in the development of the history of the Depression," 21 February 1933. [Courtesy of National Archives](#)

## "That Conquering Cooperative Spirit!" March 7, 1933



Courtesy of National Archives, Berryman, Clifford, "That Conquering Cooperative Spirit!" 7 March 1933

### Description

The Great Depression was at its worst in 1933 with unemployment at its peak. Millions of American families lacked food. Cartoonist Clifford Berryman tries to show that even the small relief efforts of the Herbert Hoover administration were paying off. In his cartoon, Berryman's "Uncle Sam" smiles and pats John Q. Public on the shoulder as he provides a few small coins. The word "Public" appears on the man's hat on the left, and he says "It'll See Me Through Alright." Uncle Sam, on the right, replies, "Atta Boy!" In Berryman's view, the public is highly grateful for even this token.

### Text-Dependent Questions

- How did Clifford Berryman characterize the aid given by President Herbert Hoover's administration?
- Consider the historical context of this cartoon, would the majority of citizens have agreed with this characterization? Support your answer.

### Citation Information

Berryman, Clifford, "That Conquering Cooperative Spirit!" 7 March 1933. [Courtesy of National Archives](#)

## "A Capitol Hill May Day Parade," May 1, 1933



Courtesy of National Archives, Berryman, Clifford, "A Capitol Hill May Day Parade," 1 May 1933

### Description

President Franklin Delano Roosevelt's first "Hundred Days" were characterized by a flood of legislative proposals designed to alleviate the problems resulting from the Great Depression, namely high unemployment, feeding the hungry millions, restoring business confidence and solving the banking crisis. Cartoonist Clifford Berryman captures the frenzy of the "Hundred Days" as several legislators and a page, loaded with new legislation, sweat as they trudge from the House to the Senate.

### Text-Dependent Questions

- How does Clifford Berryman use imagery to show the pace of President Franklin Delano Roosevelt's first 100 days?
- What was Berryman's perspective on Roosevelt's work based on how he characterized the representatives? How does this compare with his [representations of the Hoover administration](#)?
- How does this use of imagery support or refute Roosevelt's claims in his [1936 campaign speech](#)?

### Citation Information

Berryman, Clifford, "A Capitol Hill May Day Parade," 1 May 1933. [Courtesy of National Archives](#)

## President Franklin Delano Roosevelt's Campaign Address at Madison Square Garden, October 31, 1936

*Perhaps Questions - Took Stuff*  
✓ Form to be filled out for each interview

STATE New York POLKLINE NEW YORK

FORM 1  
Circumstances of Interview

NAME OF WITNESS Samuel Vershler

ADDRESS 1419 Jessup Ave., New York City

DATE December 30, 1936

SUBJECT LETTER TO PRESIDENT ROOSEVELT

1. Date and time of interview

2. Place of interview A story based on talks with Mr. Greider, of Spring Valley, N. Y.

3. Name and address of informant

4. Name and address of person, if any, who put you in touch with informant.

5. Name and address of person, if any, accompanying you

6. Description of room, house, surroundings, etc.

(Use as many additional sheets as necessary, for any of the forms, each bearing the proper heading and the number to which the material refers.)

Courtesy of National Archives, Roosevelt, Franklin D., "President Franklin Roosevelt's Radio Address unveiling the second half of the New Deal," 31 October 1936

### Description

In this campaign radio address from Madison Square Garden, President Franklin Delano Roosevelt announced a second set of measures to combat the Great Depression, which became known as the Second New Deal. These included a series of new relief programs, such as the Works Progress Administration.

[Full Transcript of President Franklin Delano Roosevelt's Campaign Address](#)

[Transcribed Excerpts from President Franklin Delano Roosevelt's Campaign Address](#)

### Text-Dependent Questions

- How does President Franklin Delano Roosevelt compare the work of his administration to the previous administrations? Do you agree or disagree with this characterization? Use evidence from [Herbert Hoover's letter](#) and this speech to support your response.
- Whose "side" does Roosevelt claim to be on and how does he explain his policies to show how his policies will support those individuals?
- Why would Roosevelt need to argue for a second New Deal if his policies were effective in his first four years? How does the rhetoric Roosevelt used show the people the New Deal was "good deal?" What arguments did he respond to against his policies?

### Citation Information

Roosevelt, Franklin D., "President Franklin Roosevelt's Radio Address unveiling the second half of the New Deal," 31 October 1936. [Courtesy of National Archives](#)



## Depression-Era Breadlines, ca. 1932



Courtesy of National Archives, "Depression: Breadlines:long line of people waiting to be fed: New York City..." ca. 1932

### Description

This black and white photograph depicts a long breadline with a number of men waiting for food in New York City. Under President Herbert Hoover, there was an absence of substantial government relief programs during 1932. Free food was distributed with private funds in some urban centers where there were large numbers of unemployed.

### Text-Dependent Questions

- Using information from the photograph, does this support or counter President Herbert Hoover's approach to correcting the Great Depression?
- How might you expect a person who is poor or homeless to dress? How do the individuals in this photograph meet or defy those expectations? Why?

### Citation Information

"Depression: Breadlines:long line of people waiting to be fed: New York City: in the absence of substantial government relief programs during 1932, free food was distributed with private funds in some urban centers to large numbers of the unemployed," ca. 1932. [Courtesy of National Archives](#)

## Men Stringing Rural Tennessee Valley Authority (TVA) Transmission Lines, 1933



Courtesy of National Archives, "REA; TVA; 'Stringing rural TVA transmission line'," 1933

### Description

This black and white photograph shows men putting up power lines. The work was made possible through the creation of the Tennessee Valley Authority (TVA), one of the New Deal programs created in President Franklin Delano Roosevelt's first term in office.

### Text-Dependent Questions

- What type of work was depicted in this photograph by the Tennessee Valley Authority (TVA)? How could this photo been used to gain support for the New Deal programs?
- How did the work depicted in this image by the TVA impact the quality of life for individuals in this region?
- Compare this photo to [The New Deal Mural](#). Both images depict projects of the New Deal. How do both projects benefit the quality of life of Americans? Why would President Roosevelt create projects for laborers and artists?

### Citation Information

"REA; TVA; 'Stringing rural TVA transmission line'," 1933. [Courtesy of National Archives](#)



## "The New Deal" Mural, ca. 1934



Courtesy of National Archives, Albrizio, Conrad A., "The New Deal," ca. 1934

### Description

This image is of a mural that was created in 1934 by artist Conrad Albrizio. The mural places President Franklin Delano Roosevelt in the center of workers from various background, genders and ethnicities.

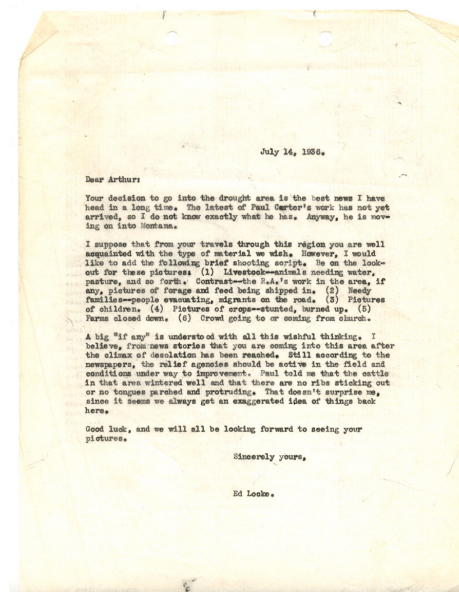
### Text-Dependent Questions

- What was Conrad Albrizio, the artist, trying to communicate about the New Deal through the types of occupations and demographics depicted in the mural?
- What does the placement of President Franklin Roosevelt in the center of the mural communicate his role in the New Deal? Does this show a change in the role of president? Why or why not?
- Compare this photo to [Men Stringing TVA Transmission Lines](#). Both images depict projects of the New Deal. How do both projects benefit the quality of life of Americans? Why would President Roosevelt create projects for artists and laborers?

### Citation Information

"State v. Amana Society: 1906," pp. 1-7, 2018. Courtesy of Law Library, State Library of Iowa

## Letter from Edwin Locke to Depression-Era Photographer Arthur Rothstein, July 14, 1936



Courtesy of Library of Congress, Locke, Edwin, "[Letter from Edwin Locke to Arthur Rothstein, July 14, 1936]," 14 July 1936

### Description

This document is a letter sent by Edwin Locke to photographer Arthur Rothstein. It outlines the type of photographs the government would like captured regarding the aftermath of the drought. The instructions focus on a desire for dramatic photographs showing harsh conditions against a the backdrop of aid being given to these regions.

### [Transcript of Edwin Locke's Letter to Arthur Rothstein](#)

### Text-Dependent Questions

- Describe the type of photographs Edwin Locke would like to see taken using evidence from the letter. Why would he like to see those types of photos?
- Consider the following quotation from the letter, "(a) big 'if any' is understood with all this wishful thinking. I believe, from news stories that you are coming into this area after the climax of desolation has been reached." Why would Locke be disappointed in not being about to get photographs at the "climax of desolation?"
- How did the type of photographs asked for by Locke promote a change in relationship between the government and people through the New Deal programs?

### Citation Information

Locke, Edwin, "[Letter from Edwin Locke to Arthur Rothstein, July 14, 1936]," 14 July 1936. [Courtesy of Library of Congress](#)

## Impoverished Family of Nine during the Great Depression in New Mexico, August 1936



Courtesy of Library of Congress, Lange, Dorothea, "Part of an impoverished family of nine on a New Mexico highway..." August 1936

### Description

This photograph shows part of an impoverished family of nine on a New Mexico highway. This family was made up of Depression-era refugees from Iowa. The family left Iowa in 1932 because of the father's poor health. The father was an auto mechanic laborer, and the family had been on relief in Arizona but were desperate for money. They were about to sell their belongings and trailer to buy food. The family had refused entry on relief roles in Iowa. The mother was quoted by the photographer saying, "We don't want to go where we'll be a nuisance to anybody."

### Text-Dependent Questions

- Using evidence from the photograph, describe the story the photographer was trying to capture about the Great Depression?
- The mother of this family was quoted by the photographer saying, "We don't want to go where we'll be a nuisance to anybody." Consider this statement, what did that say about the expectations individuals had about relief provided by the government?

### Citation Information

Lange, Dorothea, "Part of an impoverished family of nine on a New Mexico highway. Depression refugees from Iowa. Left Iowa in 1932 because of father's ill health. Father an auto mechanic laborer, painter by trade, tubercular. Family has been on relief in Arizona but refused entry on relief roles in Iowa to which state they wish to return. Nine children including a sick four-month-old baby. No money at all. About to sell their belongings and trailer for money to buy food. "We don't want to go where we'll be a nuisance to anybody," August 1936. [Courtesy of Library of Congress](#)

## "A Day In the Life of a New Dealer" Newspaper Article, October 20, 1936

**A Day In the Life of a New Dealer**

From a Campaign Pamphlet—He wakes in the morning, tired from attendance at a New Deal meeting the night before. He yawns, lolls and stretches for two minutes. The New Deal has increased the public debt four teen thousand dollars—which must be paid by taxes. . . .

Twenty minutes to bathe, shave and dress. The New Deal has hiked the public debt another one hundred and forty thousand dollars—which must be paid by taxes.

He asks his wife to boil his eggs three minutes. She does. And the New Deal tacks onto the public debt twenty-one thousand dollar—which must be paid by taxes.

Sits himself at the breakfast table and arranges newspaper. One minute. The New Deal has increased the public debt seven thousand dollars—which must be paid by taxes.

Breakfast, ten minutes. The New Deal has boosted the public debt seventy thousand dollars—which must be paid by taxes.

Sips his coffee and enjoys a smoke for a leisurely four minutes. The New Deal has upped the public debt Twenty-eight thousand dollars—which must be paid by taxes.

Glances through paper and wastes eight minutes reading a statement by Spoilsmaster Jim Farley to the effect that "we have one of the most economical administrations known in years." He reads and the New Deal writes another entry in the ledger, increasing the public debt fifty-six thousand dollars—which must be paid by taxes.

Kisses his wife good bye, devoting five seconds to this leave-taking. The New Deal increases the public debt five hundred and eighty-three dollars and thirty-three cents—which must be paid taxes.

From the time he awakes until he gets down-town, two hours elapse. The New Deal has increased the public debt eight hundred and forty thousand dollars—which must be paid by taxes. . . .

Perturbed by the charge that Mr. Roosevelt has failed to keep his promises to reduce expenses, balance the budget, reduce taxes, stop debt increase etc., Newdealer

Courtesy of Centerville Daily Iowegian and Citizen, "A Day In the Life of a New Dealer," Centerville Daily Iowegian and Citizen, pp. 4, 20 October 1936

### Description

This article was published in the *Centerville Daily Iowegian and Citizen* newspaper on October 20, 1936. The piece juxtaposes the increase in the national debt with what occurs in a "Newdealers" day.

### [Full Transcript of "A Day In the Life of a New Dealer" Newspaper Article](#)

### [Transcribed Excerpts from "A Day In the Life of a New Dealer" Newspaper Article](#)

### Text-Dependent Questions

- What arguments does this article make against the New Deal? How are these arguments made today for government programs?
- How does the author characterize the "Newdealer?" What evidence do you have for characterization?
- What biases might the author have that influences their characterization? What evidence do you have of that bias in the document?

### Citation Information

"A Day In the Life of a New Dealer," *Centerville Daily Iowegian and Citizen*, pp. 4, 20 October 1936. Courtesy of Centerville Daily Iowegian and Citizen



## People Waiting for Relief Checks in Calipatria, California, March 1937



Courtesy of Library of Congress, Lange, Dorothea, "Waiting for relief checks. Calipatria, California," March 1937

### Description

This 1937 photograph was taken by Dorothea Lange, and it depicts a long line of men, women and children waiting in line for relief checks. The checks were part of a government assistance program to help families after a drought.

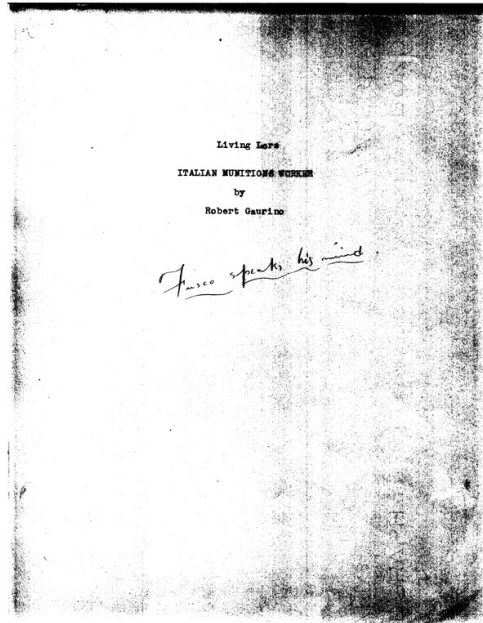
### Text-Dependent Questions

- How does the photograph depict either the success or the failure of the New Deal programs?
- Compare this image with the [1932 image of the breadline in New York](#). Based on the fact that the two images were taken five years apart, how would you categorize the success of the New Deal programs?

### Citation Information

Lange, Dorothea, "Waiting for relief checks. Calipatria, California," March 1937. [Courtesy of Library of Congress](#)

## Interview with Italian Munitions Worker Charles Fusco, 1938



Courtesy of Library of Congress, Fusco, Charles, "[Italian Munitions Worker]," 1938

### Description

This is an interview with Charles Fusco, a resident of Connecticut and Italian immigrant, and it was conducted as part of the Federal Writers' Project. Fusco talks about his family history, as well as his thoughts on recent events in Europe and the introduced New Deal programs, such as Social Security.

[Full Transcript of Charles Fusco's Interview](#)

[Transcribed Excerpts from Charles Fusco's Interview](#)

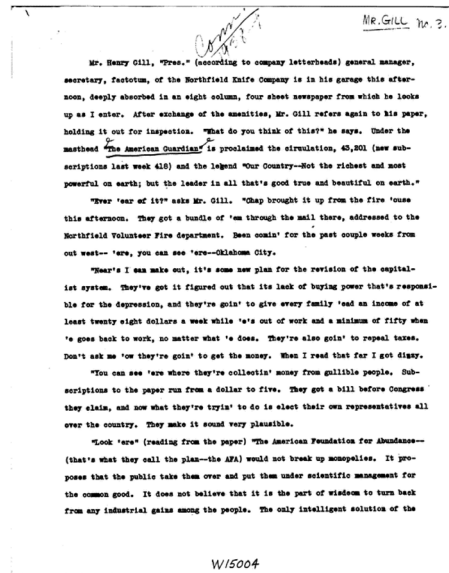
### Text-Dependent Questions

- What arguments did Charles Fusco use to attack Republican policies? Are these arguments unique to the New Deal programs?
- How did certain New Deal programs appeal to Fusco? What was his concern about these programs?
- How might Fusco respond to the arguments of [Henry Gill in his interview](#)?

### Citation Information

Fusco, Charles, "[Italian Munitions Worker]," 1938. [Courtesy of Library of Congress](#)

## Federal Writers' Project Interview of Henry Gill, between 1938 and 1939



Courtesy of Library of Congress, Gill, Henry, "[Mr. Gill no. 3]," between 1938 and 1939

### Description

This is an interview with Henry Gill, a resident of Connecticut, and it was conducted as part of the Federal Writers' Project. The interviewee discusses the perspectives of members of his community, as well as his own regarding New Deal programs which were prompted by an article in *The American Guardian* newspaper. Gill laments changes in the standard of living and talks about how individuals may be happier with less.

### [Full Transcript of Henry Gill's Interview](#)

### [Transcribed Excerpts from Henry Gill's Interview](#)

### Text-Dependent Questions

- What were the two ways Henry Gill felt could improve the economic situation of the country? What does this communicate about his opinion on the role of government?
- Did Gill feel the New Deal was positive or negative? What evidence does he provide?
- What arguments might Gill use in response to [Charles Fusco, the Italian munitions worker](#)?

### Citation Information

Gill, Henry, "[Mr. Gill no. 3]," pp. 1-3, between 1938 and 1939. [Courtesy of Library of Congress](#)



## Two Teenage Girls Participating in the National Youth Administration in Iowa, 1940



Courtesy of State Historical Society of Iowa, "NYA: Farmington Iowa," 1940

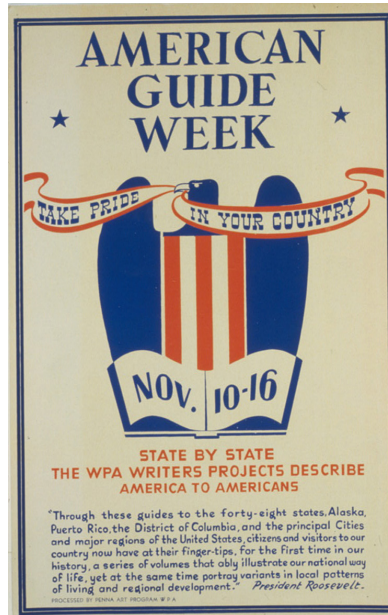
### Description

The photograph depicts two young women cutting wood strips for doll beds in Farmington, Iowa. The young women were participating in the National Youth Administration, which began during President Franklin Delano Roosevelt's first term in office. Young men and women would engage in academic courses. In addition, the program provided two paths: one which offered technical training, as depicted in this image, and one that provided financial aid.

### Text-Dependent Questions

- The photograph depicts two young women cutting wood strips for doll beds in Farmington, Iowa. How did this type of training reinforce or counter gender stereotypes at the time?
- Compare this photo with The National Youth Administration Work Center in Brooklyn. Why were programs specifically designed for women and minorities?

## "American Guide Week" Pamphlet, 1941



Courtesy of Library of Congress, "American guide week, Nov. 10-16 Take pride in your country : State by state the WPA Writers' Projects describe America to Americans / / processed by Penna. Art Program, WPA," 1941

### Description

This poster has a stylized eagle and quote from President Franklin Roosevelt about the Federal Writers' Project. The intent of the poster was to celebrate the work of the Federal Writers' Project in creating works that highlight the contributions of each state.

### [Transcript of "American Guide Week" Pamphlet](#)

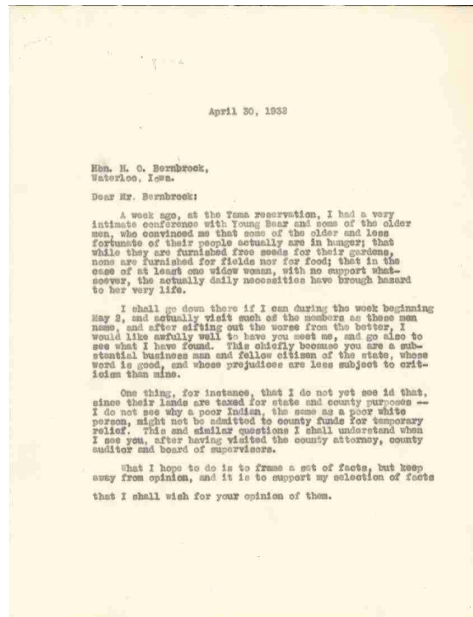
### Text-Dependent Questions

- What was the stated intent of the guides created by the WPA Federal Writers' Project?
- Why would the federal government spend money to create guides like these in every state? What does this communicate about the scope of New Deal programs?

### Citation Information

"American guide week, Nov. 10-16 Take pride in your country : State by state the WPA Writers' Projects describe America to Americans / / processed by Penna. Art Program, WPA," 1941. [Courtesy of Library of Congress](#)

## Letter from Edgar Harlan to H.O. Bernbrock, April 30, 1932



Courtesy of State Historical Society of Iowa, Harlan, Edgar, 30 April 1932

### Description

This document is a letter from Iowa historian Edgar Harlan to Hon. H.O. Bernbrock of Waterloo. Harlan recounts his time on the Tama reservation and hearing about the hunger and poverty within the Meskwaki tribe. He then asks Bernbrock why members of the tribe are not receiving temporary relief from county funds, since they pay state and county taxes.

### [Transcript of Edgar Harlan's Letter to H.O. Bernbrock](#)

### Text-Dependent Questions

- How did Edgar Harlan describe the situation of some of those in the Meskwaki tribe?
- Consider Harlan's argument statement: "One thing, for instance, that I do not yet see is that, since their lands are taxed for state and county purposes — I do not see why a poor Indian, the same as a poor white person, might not be admitted to county funds for temporary relief." Given the historical context, why were individuals not granted access to county funds?

## Indian Reorganization Act, 1934

984 73d CONGRESS, SESS. II, CHS. 575, 576. JUNE 18, 1934.

Amendment. Congress approved February 28, 1901, June 9, 1902, and June 15, 1903, are hereby extended one and three years, respectively, from June 15, 1934.

Sec. 2. The right to alter, amend, or repeal this Act is hereby expressly reserved.

Approved, June 18, 1934.

[CHAPTER 575.] AN ACT

June 18, 1934.  
[Public, No. 381.]

To conserve and develop Indian lands and resources; to extend to Indians the right to form business and other organizations; to establish a credit system for Indians; to grant certain rights of home rule to Indians; to provide for vocational education for Indians; and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That hereafter no land of any Indian reservation, created or set apart by treaty or agreement with the Indians, Act of Congress, Executive order, proclamation, or otherwise, shall be ceded in severalty to any Indian.

Sec. 3. The existing periods of trust placed upon any Indian lands and any restriction on alienation thereof are hereby extended and continued until otherwise directed by Congress.

Sec. 4. The Secretary of the Interior, if he shall find it to be in the public interest, is hereby authorized to restore to tribal ownership the remaining surplus lands of any Indian reservation heretofore opened, or authorized to be opened, to sale, or any other form of disposal by Presidential proclamation, or by any of the public-land laws of the United States: *Provided, however,* That valid rights or claims of any persons to any lands so withdrawn existing on the date of the withdrawal shall not be affected by this Act: *Provided further,* That this section shall not apply to lands within any reclamation project heretofore authorized in any Indian reservation: *Provided further,* That the order of the Department of the Interior signed, dated, and approved by Honorable Ray Lyman Wilbur, as Secretary of the Interior, on October 28, 1903, temporarily withdrawing lands of the Papago Indian Reservation in Arizona from all forms of mineral entry or claim under the public land mining laws, is hereby revoked and rescinded, and the lands of the said Papago Indian Reservation are hereby restored to exploration and location, under the existing mining laws of the United States, in accordance with the express terms and provisions declared and set forth in the Executive orders establishing said Papago Indian Reservation: *Provided further,* That damages shall be paid to the Papago Tribe for loss of any improvements on any land located for mining in such a sum as may be determined by the Secretary of the Interior but not to exceed the cost of said improvements: *Provided further,* That a yearly rental not to exceed five cents per acre shall be paid to the Papago Tribe for loss of the use or occupancy of any land withdrawn by the requirements of mining operations, and payments derived from damages or rentals shall be deposited in the Treasury of the United States to the credit of the Papago Tribe: *Provided further,* That in the event any person or persons, partnership, corporation, or association, desires a mineral patent, according to the mining laws of the United States, he or they shall first deposit in the Treasury of the United States to the credit of the Papago Tribe the sum of \$1.00 per acre in lieu of annual rental, as heretofore provided, to compensate for the loss or occupancy of the lands withdrawn by the requirements of mining operations: *Provided further,*

Courtesy of National Archives, "Indian Reorganization Act," U.S. Congress, 1934

### Description

This document is the Indian Reorganization Act, also known as the Wheeler-Howard Act. This legislation replaced the allotment policy that had dominated federal-American Indian affairs for nearly 50 years. It also promoted American Indian self-determination and the revival of tribal communities.

### [Transcript of the Indian Reorganization Act](#)

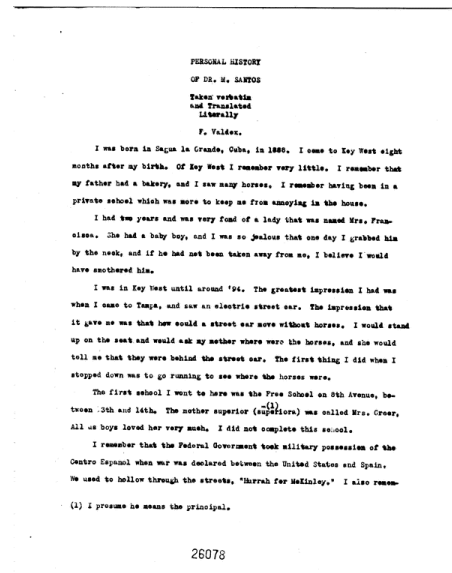
### Text-Dependent Questions

- Using evidence from the document, describe the relationship moving forward between American Indian tribes and the U.S. government?
- How would this relationship have created issues for American Indians in accessing New Deal programs? Use specific evidence from the document to support your answer.

### Citation Information

"Indian Reorganization Act," U.S. Congress, 1934. [Courtesy of National Archives](#)

## Interview with Dr. M. Santos, a Cuban Immigrant, between 1936 and 1939



Courtesy of Library of Congress, Santos, M. "[Dr. M. Santos]," between 1936 and 1939

### Description

This document is an interview with Dr. M. Santos, a Cuban immigrant, and was interviewed in part for a program within the Works Progress Administration. His oral history included information about his time in Cuba and early days in the United States, as well as a rebuke of President Franklin Delano Roosevelt and his philosophy toward business.

### [Full Transcript of Dr. M. Santos' Interview](#)

### [Transcribed Excerpt from Dr. M. Santos' Interview](#)

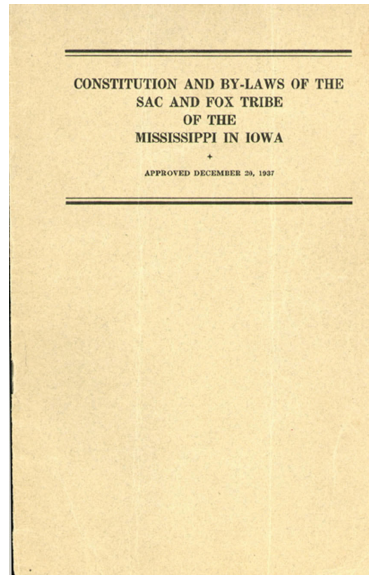
### Text-Dependent Questions

- What are Dr. M. Santos' arguments against President Franklin Delano Roosevelt's policies?
- What policies specifically might Santos be referring to?
- Consider Santos' arguments about the consolidation of power in the hands of a few. How might this argument be contrary to other arguments about the New Deal?

### Citation Information

Santos, M. "[Dr. M. Santos]," between 1936 and 1939. [Courtesy of Library of Congress](#)

## Constitution and Bylaws of the Sac and Fox Tribes in Iowa, December 20, 1937



Courtesy of State Historical Society of Iowa, 20 December 1937

### Description

After the U.S. Congress created the Indian Reorganization Act of 1934, the Meskwaki established their own constitution. This document is the constitution and its by-laws as it was created in 1937. The preamble states, "We, the Mesquakie Indians, enrolled members of the Sac and Fox Tribe of the Mississippi in Iowa, hereinafter referred to as the Sac and Fox Tribe in Iowa, now living on the Sac and Fox Settlement located near Tama, Tama County, Iowa in order that we may perpetuate our ancient tribal affairs, transact tribal business, and promote our own and our posterity's social, economic, educational, and general welfare, with the guidance of Providence, do hereby organize ourselves into one body and adopt this Constitution as the basis of our community self-government."

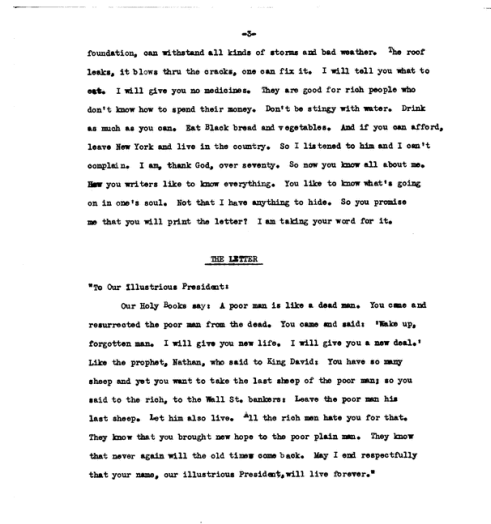
### [Full Transcript of the Sac and Fox Tribes Constitution](#)

### [Transcribed Excerpt from the Sac and Fox Tribes Constitution](#)

### Text-Dependent Questions

- What were the powers outlined in the constitution for the Tribal Council? How could those powers be superseded by the federal government?
- Given the structure of the powers outlined in the Constitution, how might this make it difficult to obtain aid from the federal government during the Great Depression?

## Emanuel Verschleiser's Letter to President Franklin Roosevelt, 1938



Courtesy of Library of Congress, Verschleiser, Emanuel, "[Letter to President Roosevelt]," pp. 4, 1938

### Description

The document is an interview conducted by the Federal Writers' Project in New York with Emanuel Verschleiser, an elderly Jewish man. In the interview, Verschleiser strongly supports the actions of President Franklin Delano Roosevelt and he offers strong opposition to wealthy business owners.

### [Transcribed Excerpt from Emanuel Verschleiser's Letter to President Franklin Roosevelt](#)

### Text-Dependent Questions

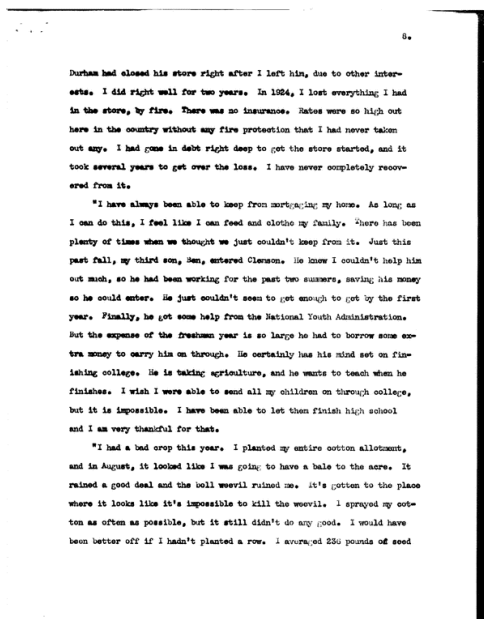
- How does Emanuel Verschleiser describe the conflict between rich and poor in the country?
- Why does Verschleiser hope President Franklin Roosevelt's name will "live forever?"

### Citation Information

Verschleiser, Emanuel, "[Letter to President Roosevelt]," pp. 4, 1938. [Courtesy of Library of Congress](#)



## Interview with Farmer Ernest Boney in South Carolina, 1938



Courtesy of Library of Congress, Boney, Ernest B., "[The Experiences of a Farm Owner]," pp. 8-10, 1938

### Description

This oral history was collected as part of the South Carolina Writers' Project. Ernest Boney was a white farmer who provided a history of his life in South Carolina. His son received help from the National Youth Administration to finish at Clemson. The excerpt focuses on his feelings toward government control of agriculture and use of Work Progress Administration's programs.

### [Transcribed Excerpt from Ernest Boney's Interview](#)

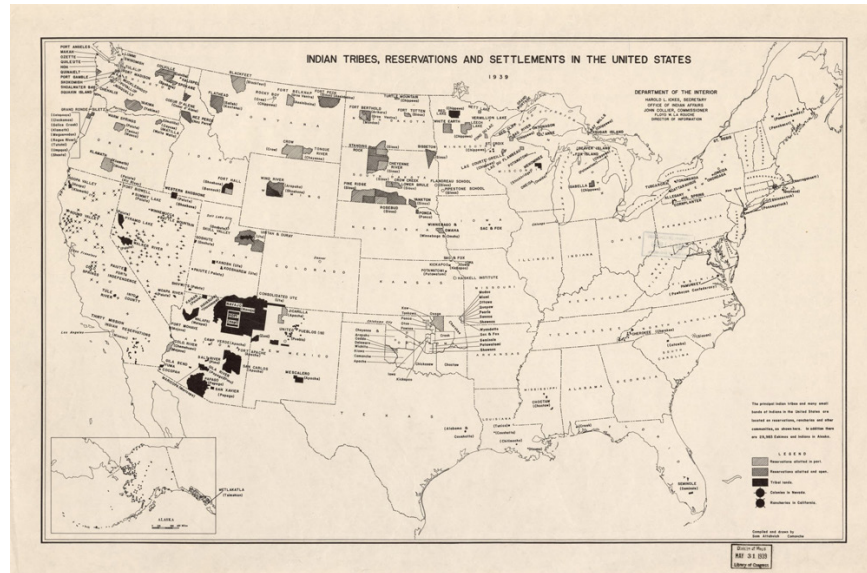
### Text-Dependent Questions

- What New Deal programs were Ernest Boney and his family able to access? How was this a change in ideas of what the government's role?
- Read the final paragraph of the excerpt again. How did Boney's racist attitudes impact his feelings regarding the effectiveness of New Deal programs? How would these attitudes affect the ability for all citizens to be provided relief under the New Deal?

### Citation Information

Boney, Ernest B., "[The Experiences of a Farm Owner]," pp. 8-10, 1938. [Courtesy of Library of Congress](#)

## American Indian Tribes, Reservations and Settlements in the United States, 1939



Courtesy of Library of Congress, Attahvich, Sam, "Indian tribes, reservations and settlements in the United States," 1939

### Description

This document is a map from 1939 that shows the American Indian tribes, reservations and settlements in the United States.

### [Transcript of the Map of American Indian Tribes, Reservations and Settlements in the U.S.](#)

### Text-Dependent Questions

- Considering what you know about the geography of the United States west of the Mississippi River, how might the American Indian tribes be affected during the Great Depression by where they were living or located?
- After looking at this map, refer to the [Indian Reorganization Act](#). How might programs provided by the New Deal support American Indians? How New Deal programs been problematic for American Indians to access?

### Citation Information

Attahvich, Sam, "Indian tribes, reservations and settlements in the United States," 1939. [Courtesy of Library of Congress](#)

## Interview with Vivian Morris from Harlem, New York, June 29, 1939

	FORM C	FOLIORE
	TEXT OF INTERVIEW (UNEDITED)	NEW YORK
STATE	New York	
NAME OF WORKER	Vivian Morris	
ADDRESS	225 W. 130th Street	
DATE	June 29, 1939	
SUBJECT	Harlem	
	<u>DARE TO BE A DEVIL</u>	
	Standing by a purpose true,	Hold the Gospel banner high!
	Hedding God's command,	On to victory grand,
	Honor them the faithful few,	Satan and his host defy,
	All hail to Daniel's Hand!	And shout for Daniel's Hand.
	Many mighty men are lost,	Dare to be a Daniel,
	During not to stand,	Dare to stand alone,
	Who for God had been a host	Lave to have a purpose firm,
	By joining Daniel's Hand.	Dare to make it known.
	Many Giants great and tall,	
	Stalking thru the land,	
	Headlong to the earth would fall	
	If met by Daniel's Hand.	

Courtesy of Library of Congress, Morris, Vivian, "[Harlem]," 29 June 1939

### Description

This document is an interview with Vivian Morris, who was a garment work in Harlem, New York. The interview was completed in 1939.

### [Full Transcript of Vivian Morris' Interview](#)

### [Transcribed Excerpts from Vivian Morris' Interview](#)

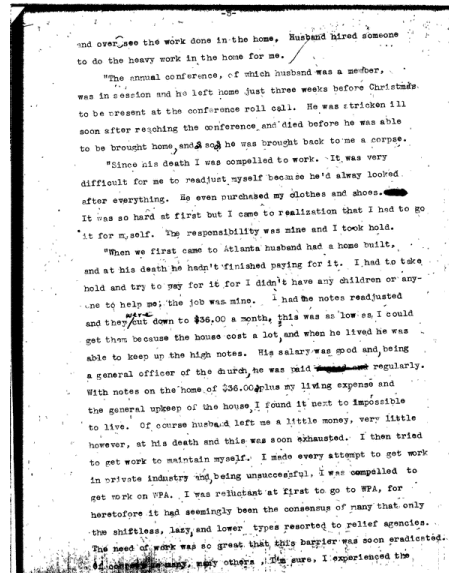
### Text-Dependent Questions

- What are examples of discrimination described in the interview? How would this have impacted her access to New Deal programs?
- Consider the argument made for higher wages in the fourth paragraph and the historical context. Why wouldn't she have received a wage increase?
- How was Vivian Morris' struggle for higher wages hampered by attitudes depicted in the cartoon "[Our New Army of Defense?](#)"

### Citation Information

Morris, Vivian, "[Harlem]," 29 June 1939. [Courtesy of Library of Congress](#)

## Interview with Eugenia Martin about Reconstruction, November 1939



Courtesy of Library of Congress, Martin, Eugenia, "[I Managed to Carry On]," pp. 5-6, November 1939

### Description

This source is an oral history collected as part of the Federal Writers' Project. Eugenia Martin was the daughter of slaves and she recounted her family's story prior to Reconstruction. In her recent history, she recounts how the death of her husband led her to participation in the WPA.

### [Transcribed Excerpt of Eugenia Martin's Interview](#)

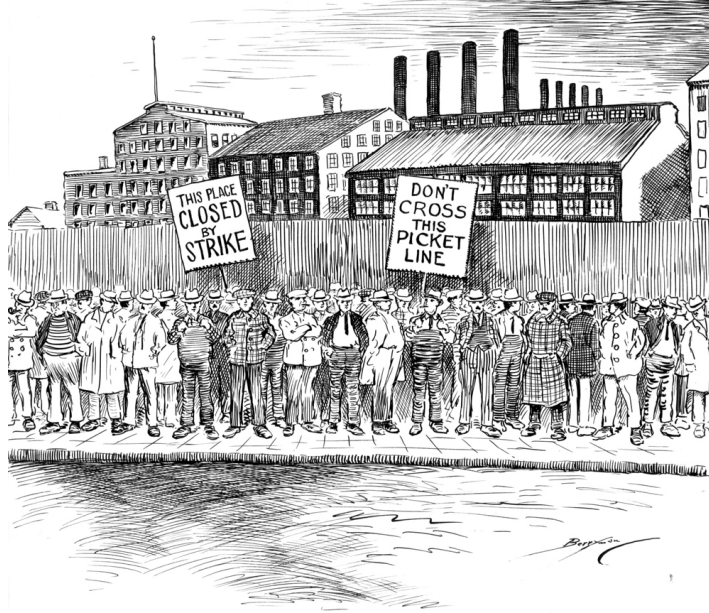
### Text-Dependent Questions

- How did Eugenia Martin come to work for the Works Progress Administration (WPA)? What were her initial hesitations for coming to work for the WPA?
- What did the work of the WPA provide for Martin?
- How does this source communicate a change in how some viewed what a government should do for its people?

### Citation Information

Martin, Eugenia, "[I Managed to Carry On]," pp. 5-6, November 1939. [Courtesy of Library of Congress](#)

## "Our New Army of National Defense," March 26, 1941



Courtesy of National Archives, Berryman, Clifford, "Our new Army of National Defense," *Washington Evening Star*, 26 March 1941

### Description

This scene, drawn by Clifford Berryman, depicts the general scene visible at factories and plants across the country as workers during this time engaged in widespread strikes. The strikes were aimed at gaining higher wages as the United States was in the final stages of its recovery from the Great Depression, though unemployment rates still sat at 15 percent nationwide. The strikers in the illustration are holding up signs that read, "This place closed by strike!" and "Do not cross the picket line."

### Text-Dependent Questions

- What would strikers be "defending" the country from?
- How did Clifford Berryman characterize the strikers in this image? The title of this political cartoon is "Our New Army of National Defense." How does the title support this characterization?
- Why would workers strike at a time with high unemployment?

### Citation Information

Berryman, Clifford, "Our New Army of National Defense," *Washington Evening Star*, 26 March 1941. [Courtesy of National Archives](#)

## National Youth Administration Work Center in Brooklyn, New York, ca. August 1942



Courtesy of Library of Congress, Henle, Fritz, "National Youth Administration work center (NYA), Brooklyn, New York..." ca. August 1942

### Description

The photograph shows two young men receiving training from the Works Progress Administration in New York. The men are in machine shop practice and are shown setting up shaper work to cut 45-degree angles at the base for a surface gauge. The National Youth Administration launched a program specifically for African-American youth headed by Mary McLeod Bethune, making her the first African-American female administrator of a federal program.

### Text-Dependent Questions

- Why do you think it was important that the photographer captured an image of the integration of a segregated program?
- Compare this photograph with the [photo of the young women in Iowa](#). How was their training similar? How is it different?

### Citation Information

Henle, Fritz, "National Youth Administration work center (NYA), Brooklyn, New York. Two men, white and Negro, who are receiving training in machine shop practice, shown setting up shaper work to cut forty-five degree angles at base for surface gauge," ca. August 1942. [Courtesy of Library of Congress](#)